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ABSTRACT

In Ethiopia, Save the Children has been working with other nongovernmental organizations (NGOs), community-based organizations, and the government to develop projects that focus on nonformal strategies for improving access to basic education in marginalized communities. Common to all projects are a partnership approach, collaborative capacity building, and innovations to address the unreached. Partnerships are characterized by two-way communication, response to community-defined needs, and support of community-created initiatives. Partners have developed curricula relevant to the lifestyle of rural pastoralist communities. Capacity-building strategies include training, workshops, organized experience sharing, and experiential learning. Primary participants are community leaders, partner NGO members, local education officials, school administration and staff, parents, and teachers. Continuous training enables partners to plan and implement their own projects. Child-centered, active learning approaches are emphasized. Innovations to reach marginalized groups include training community-selected teachers, including communities in curriculum development, flexible school schedules, home-based schooling for girls, separate latrines for girls and boys, and employing female teachers to provide female role models for girls. Program successes have caused the government to consider nonformal strategies more seriously, as indicated by the ministry of education's sponsorship of a conference on working with NGOs. An appendix presents sample capacity-building sessions and objectives. (TD)

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Ethiopian Community Education Initiatives:

Communities, NGOs and Government Partnerships in Action

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I. Introduction

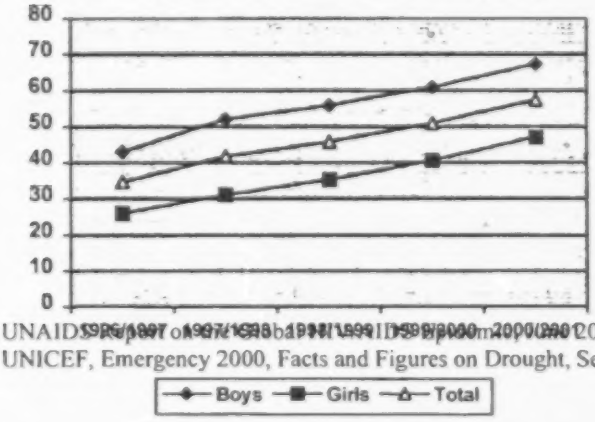
This paper describes how Save the Children/US (SC/US) education initiatives are addressing the effects of marginalization in Ethiopia even as the challenges of globalization attempt to expand the divisions between and among the disenfranchised or marginalized groups in the country. Specifically examining the effects of marginalization related to basic education, considered in terms of gender, geography and demographics and the environment of conflict or war, the paper summarizes key common approaches illustrated in the various education initiatives and suggests essential strategies for sustained basic education efforts drawn from this collective experience extending over four regions.

II. Context

Ethiopia is a country with the bulk of its diverse populace living in hardship under severe socio-economic conditions. A resilient population of 65 million is broken up into over 80 ethnic groups, speaking various languages, spanning 11 administrative regions. Over the past three decades, Ethiopia has experienced major conflict and natural disasters with severe socioeconomic consequences including grave competition for scarce resources. Estimates indicate that only 25-45% of the population has access to health services. An HIV prevalence rate of 10.63%,[1] meant some three million adults and children were living with HIV/AIDS at the end of 1999 – the third largest population of HIV-infected persons in the world. Finally, a 64% national average of stunting – clear indication of chronic malnutrition,[2] - fundamentally decreases children's ability to develop their cognitive and physical potential.

Difficulties related to decentralization are apparent, the product largely of the linguistic, ethnic, and economic diversity of the country, with challenges of decentralization in education a reflection of decentralization problems at the wider level. However, there is an evident upward incline to the situation of education in Ethiopia, characterized principally by actions based on the 1994 New Education and Training Policy of the Ministry of Education

Chart 1: Grades 1-8 Gross Enrollment Ratio (GER)



[1] UNAIDS Report on the Global HIV/AIDS Epidemic, June 2000.
[2] UNICEF, Emergency 2000, Facts and Figures on Drought, September 2000 Update.

that attempt to reach marginalized communities.

These efforts were supplemented in 1997 by the Education Sector Development Plan (ESDP), which created openings for efforts to improve education quantity, equity and quality. While progress has been made on quantity (see Chart 1), clearly visible in the GER increases, equity and especially quality require much more attention.

III. Ramifications of Marginalization on Basic Education

The highly textured fabric of the Ethiopian landscape, the people and their history create a backdrop for a variety of differences that both enrich the journey to development but also raise serious challenges in achieving it. While demographic and economic conditions for Ethiopia are at low levels, they are worse for marginalized groups and communities deprived of access to basic services that support modest life and development. Marginality is often analyzed or defined under the umbrella of poverty and welfare and almost always neglects "hidden" marginalization, such as lack of assets and decision-making, which often have the most dire consequences for women.

In the Ethiopian context, key marginalized groups and populations include: scattered and far to reach rural populations in remote corners of the country (particularly women), pastoralist communities living in arid agroecological zones with different way of life and culture, children and adults living in urban slums of big cities, displaced people and children with disabilities.

The provision of relevant basic education has been shown to have high economic, health and social returns, especially as regards women and girls. Reduced birth rates, improved child health and chances of survival, increased individual future options, reduced incidence of harmful social behavior and better outcomes for families and community are among the documented benefits of quality basic education.[3] Nevertheless, quality basic education, as an essential tool of development, is still far from reaching millions of children and their families in Ethiopia.

Access and Equity

In 2000/2001 the national GER for primary school was only 57.4%. Far behind even the average for sub-Saharan Africa, Ethiopian communities in marginalized settings face additionally barriers to equity and accessing basic education due to causes related to geographic location, demographics, environments of instability (e.g. as a result of conflict, war) and gender issues.

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[3] Strong Beginnings

Geographic/Demographic

There are vast demographic disparities, often in the same *woreda* or zone, between rural and urban populations, settled and nomadic, youth and adults, schooled and unschooled, and literate versus illiterate. These diverse conditions have an adverse effect on full participation of children in basic education.

Roughly 86% of Ethiopia's population is considered rural. A 1999 National Labour Force Study found that 79% of children ages 5-14 were not attending school in rural areas. The arid regions of the east and southeast are inhabited by a large nomadic, pastoralist population at 10% overall, occupying around 61% of Ethiopia's land area.

Where large rural populations have gathered in permanent communities some government services are accessible, but scattered populations in the rural areas are routinely underserved, reflected by low enrollments of 10.2 % in Somali region and 10.7 % in Afar,[4] two primarily pastoralist regions. In many cases, nomadic or pastoralist children experience little in the way of educational opportunities. Pastoralists lack access to information and communications, and pastoralist women lack participation in communal decision-making.

Gender

Studies and research demonstrate the linkages between women and improved health and education for their families/children. Still, some communities have yet to be convinced of the worth of girls' education. Parents fear that girls will be abducted while walking to and from schools. In most rural communities, girls are needed to carry out household chores and help on the land. Others have strong cultural and/or religious beliefs about girls and boys being educated together, based on cultural and religious beliefs against girls and boys mixing.[5]

In the country, over one-third of primary school pupils drop out after Grade 1.[6] In Somali and Afar, girls' enrollment was 8.8% and 6.9% rates respectively.[7] Parents often do not see education at the primary level leading to better jobs and improved income for their children.[8] Often, it is seen as a missed opportunity for boosting family income. And

[4] MOE 1999/2000
[5] PIE Assessment Report, 2000
[6] ESDP- 1999 [3]
[7] MOE 1999/2000
[8] PIE Assessment Report, 2000

although school fees at the national level have been eliminated[9], the incidental costs of schooling still inhibit enrollment, particularly when those expenses increase basic costs of daily living. All of these circumstances create a situation fertile for the marginalization of girls, with the ultimate cyclical results of increased poverty, worsening malnutrition, and earlier and higher incidences of death.

Instability, conflict, war

The colonial legacy bears continued negative effects on the peoples and nations of the Horn of Africa. Despite Ethiopia's relative immunity to the both colonialism and its consequences, arbitrary borders established by colonial powers divided co-existing groups, creating or exacerbating problems between them that at times contributed to wars.[10] Ethiopia has experienced, over the past two decades, major internal and external conflict with severe consequences in terms of attitudes and behavior in many of the worst affected areas. The liberation wars within Ethiopia, war between Somalia from 1978 to 1979, and the recent war between Ethiopia and Eritrea from 1998-2000 are a few of the examples.

Instability fuels marginalization. The inaccessibility to basic services is compounded when situations of conflict or war arise, creating grave internal competition for scare resources within countries and drawing on scarce resources in nieghboring countries. Ethiopia is one of five countries are hosting more than half of all Africa's refugees.[11] The majority of refugees come from Sudan, Somalia and Somaliland.[12]

Quality and Efficiency

Several critical factors are associated with low quality and efficiency of basic education among marginalized populations. In addition to resources, relevance of education content, tools and teaching approaches, appropriateness of the school environment remain issues difficult to resolve fully given the wide range of people, issues and needs to address.

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[9] Ibid

[11] The other 4 countries are :Guinea, Tanzania, Sudan, Kenya, and Ethiopia. (World Refugee Commission, 2001)

[12] Most of today's estimated 3.5 million Somaliland citizens were refugees or internally displaced persons at least once in their lives.

Relevance

Curriculum is still far from reflecting and responding to diverse needs of communities and children across the country. The situation is particularly acute in marginalized and disadvantaged communities in rural areas, urban slums and pastoralist communities.

Issues abound within the basic education system that create difficulties in being appropriate or responsive to objective realities of different schools and communities, particularly marginalized groups of people, further marginalizing them. School systems stand rigid to the diverse socio-economic and cultural realities of Ethiopia. The majority of formal schools do not significantly address issues and problems. These conditions create less than ideal environments often innappropriately (or not at all) equippeJ to respond to the needs and characteristics of children, much less those with diverse needs, such as nomadic people, pastoralists or bthe disabled.

Resources

Efficiency of the education system is low with about 30% of children enrolled in grade 1droping out in their first year of schooling. Moreover, resources to support teacher training do not exist at the school level except for occasional visits by *woreda* education officers (WEOs). At the national level, capacity building was the smallest percentage allocated at 17%,[13] indicating a need for supplemental forms of staff development, especially at the *woreda* level. Resources on a more individual level lead to issues of access, but also quality as parents consider the high opportunity cost of schooling and find few alternatives for education.

The government has long taken the burden of providing basic education with its meager resources but has not effectively engaged communities, NGOs and other community-based organizations to promote basic education. This has created the underutilization of the huge potential of human, material and financial resources. More importantly, many communities were prevented from playing a fuller social role in managing their own educational affairs.

School Environment.

The school environment is central to basic education quality. In Ethiopia, school structures are not appropriate to the diverse localities, culture, ethnic groups and socio economic situation of many communities and minimum facilities such as latrines do not

[13] 1999 Ministry of Education Consolidated National Performance Report: 1998/99 (1991 E.C.), page 23

exist. Schools in many cases are a place where physical punishment of children is common, where school regulations do not favor children, and where relevant learning material suitable to age, interest, locality etc do not exist. Such conditions are not conducive to learning and, when combined with inadequate standards of teacher qualification and training, are the makings of an un-friendly, ineffecient and unresponsive school environment.

IV. Approaches to Address Effects of Marginalization on Basic Education

The SC/US Ethiopia basic education experience encompasses initiatives for marginalized and disadvantaged communities through its projects beginning in 1997. These initiatives include: the *Partnership for Innovations in Education* (PIE), the *Ethiopian Community Schools Project* and the *Pastoralists Education Project* (PEP), joined by the recent BESO II *Strengthening Communities through Partnerships for Education* (SCOPE) project. As a whole, the projects focus on nonformal strategies for improving access to quality basic education in the most marginalized communities in the country and demonstrate innovative complementary and alternative approaches to formal basic education in Ethiopia. Common to all the projects are three underpinning approaches that offset the effects of marginalization on basic education in some of the most difficult to reach communities in the country: a partnership approach, collaborative capacity building and innovations to address the unreached.

Development of Partnership Approach that Includes the Marginalized

SC/US experience has demonstrated that through mobilized efforts, marginalized communities can take issues such as education of their children and themselves into their own hands. Originally seeking to awaken local NGO capacity for basic education, PIE began in 1997 with funding from the Banyan Tree Foundation and is currently in its second phase, which includes expansion to Somaliland. The project is seeing successes beyond the scope originally anticipated through close partnership with and through nineteen local NGOs and Community-Based Organizations (CBOs), developing collaborative relationships with NGOs and communities to increase access to quality basic education in Oromia, Addis, Somali and SNNPR regions. Since its inception, PIE has set the precedent for the philosophical and programmatic foundation of subsequent SC/US education in Ethiopia.

Approaches

SC/US Ethiopia education initiatives are based on partnerships which are founded on:

- A common vision and mission

- Relationships based on trust, team spirit and transparency and
- Mutual collaboration

Characteristics that define SC partnerships include two-way communications, frequent formal and informal communication, adressing real development needs versus implementing "others" projects and flexibility at various levels of programming and management. An environment of continuous program learning is facilitated so as to create networking dynamics and support between and among NGO partners, as opposed to competition against each other for resources.

SC/US' role is to serve as a resource and catalyst to NGO partners in planning, implementing and supporting their own development and innovative basic education project plans. In managing the partnership ring, SC/US managers and coordinators work with partner NGOs at all stages of project development, from project inception and design to project monitoring and later evaluation, taking a guided-to-free approach. Organizational and programmatic capacity building and close guidance characterize the initial partnership between SC and NGO partners, that, with time, develops into a coaching and mentoring relationship not just between SC and the partners but among the partners themselves and, most importantly, between partners and the communities with which they work.

Results

In its first phase, PIE made noticeable gains in addressing access to quality non-formal basic education, local NGO capacity, and influencing policy direction through practice and advocacy.

Enhanced access. PIE NGO partners established 24 basic education centers, with an emphasis on school-aged children and girls that have shown increases in target area enrollment rates and decreases in drop-out rates of learners overall. (See Table 1)

Table 1. Enrollment and Drop-out in Partner Centers

NGO/CBO	Total Enrollment 1999/2000	% female	Total Enrollment 2000/2001	% female	% drop out 1998/99	% drop out 1999/2000
1. ANFEAE	0: No center	--	294	62.2	--	6.3
2. GPSDO	226	52.7	620	47.7	--	8.9
3. KCADO	0: No center	--	176	40.9	--	9
4. PCAE	111	100	111	100	--	7.1

5. KCYDS	141	41.8	683	52.6	10.3	5.7
6. ADAA	0: No center	--	450	46.7	--	
7. VCH	51	43.1	80	57.5	15	6
8. GABACWDA	0: No center	--	313	48.9	--	-
9. HPDO	--	--	27	55.6	--	
Total	781	56.8	2754	56.9		

In addition, the Lurie Foundation-funded Ethiopia Community Schools project, whose main objectives are to 1) expand access to basic education and 2) improve and ensure quality education, has also contributed to enhanced access, especially of girls, with the establishment of 20 schools in 9 *woredas* of Oromia and Somali regions. The PEP project, focusing on pastoralist populations, has also established 8 basic education centers and 8 mobile satellite centers, working in partnership with Pastoralist Concern Association of Ethiopia (PCAE).

Increased community participation, involvement and partnerships. PIE partner centers and Ethiopia Community Schools are built with community contributions, are community-managed through School Committees and in many cases involve actual participation and monitoring by a community individual (usually a parent) during the school hours. *Woreda* and zone level collaboration with education officials has allowed for learning from the non-formal education centers to filter into the formal school system, with teacher training focused on child-centered methodologies and techniques spreading beyond project schools and centers.

Improved relevance of learning materials. In PEP, in order to address the problem of curriculum that reflects the needs and peculiar life-style of pastoralists, they were actively involved in its development. Thus SMC members, clan leaders, NGO and GO representatives working on development programs of the pastoralists have begun working together to discuss and identify themes that reflect different aspects of pastoralist life that includes animal husbandry, environment in arid ecological zone, animal and human health, useful and harmful traditional practices, Marketting, etc

Greater NGO Voice in Advocacy for Basic Education. Lessons learned from PIE have begun to inform other education initiatives in different areas of the country. For example, Regional Education officials have begun to consider nonformal education and strategies more seriously as a complementary strategy to achieving Education targets as a result of project activities and a recent favorable policy initiation paper by the Ministry of

Education,[14] that highlighted efforts of . Additionally, together with communities and education officials, PIE partners are finding a voice in the formation of efforts toward Education for All (EFA). The founding of the Basic Education Network (BEN) is one significant outcome of Phase I to channel these efforts.

Collaborative Capacity Building

Crucial to developing effective relationships and contributing to progress in basic education is capacity building, a key project element for all SC/US Ethiopia projects.

Approaches

Training, workshops, organized experience sharing and experiential learning comprise the major capacity building strategies utilized throughout the various education initiatives. The primary participants include community leaders, partner NGO members, zone, *woreda* and local education officials, school administration and staff, parents and teachers.

PIE utilizes a two-pronged approach to capacity building that establishes or strengthens capacity at both programmatic and institutional levels, capacity building has been a two way process in which SC and partners learn from each other. (See Annex for sample training topics and objectives). The organizational development of partners is achieved by continuous training and is supported by consulting, encouraging and accompanying partners in their efforts. Programmatic development ensures that a sound technical foundation for basic education theory and practice is in place and also involves on-going technical support to and among partner NGOs.

SC/US learns from partner NGO programs and activities of and through interaction, observation and documentation of their projects in practice. Quarterly partner NGOs meetings create a forum where partners discuss issues related to the development of their innovative education projects and that of their organization. In addition to providing a time to share project successes, a supportive problem-solving environment is created that benefits all partners. Capacity building is also approached through innovative education projects designed by partners, based on the needs of the communities where they work. Partners build their capacity in the real process of planning and implementing their own project, not a project subcontracted to them.

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[14] *Alternative Routes to Basic Education*, MOE, 2001

Results

Increased Local NGO capacity to implement basic education projects. PIE partners have been able to demonstrate their newfound or increased capacity to work with a variety of stakeholders to manage and support their centers. After training in different areas of management[15] and basic education, NGO partners have improved and streamlined their management processes for more effective project management. Their enhanced understanding of basic education principles has provided them with the confidence to adequately support education centers and staff with communities.

Increased recognition of NGOs as viable contributors to basic education. As a result of NGO partner activities in PIE, many partners have also begun to attract the attention of other donors, creating a more diversified funding base for partner financial sustainability and opening avenues for a greater expansion of non-formal basic education.

Positive changes in teaching quality and behavior. The teaching learning process in PIE centers is based on "Active Learning" approaches where the child is at the center of the learning-teaching process. PIE partner, Kangaroo Child and Youth Development Society (KCYDS) "Life Glow" schools, teacher-child relationships are smooth and based upon mutual respect. Violence or corporal punishment in the centers are decreasing or non-existent.

Innovations to Address the Unreached

By demystifying non-formal approaches and unveiling their practical and complementary nature to achieve common national education goals, SC/US Ethiopia Education programs are becoming focal points for innovation and learning.

Approaches

All SC basic education centers and community schools are located within marginalized populations, be it urban or rural. Disabled children in VCH and HPDO centers are found in urban slums, the pastoralist basic education centers among the forgotten nomadic population of Borena and Somali, the other community schools in the unreached, scattered rural population of the various regions of the country testifies the effort of SC in directions that improve equity.

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[15]Training in the areas of strategic planning, project management and financial management were carried out by PACT and an Ethiopian umbrella NGO organization, Christian Relief Development Association (CRDA). Partners have since become members of these umbrella NGO organizations.

The inclusion of communities (including women) in dialogue and school and curriculum development has proved to have positive effects on increasing access of marginalized groups to basic education. Alternative, nonformal approaches and basic education projects in the areas of Early Childhood Development (for children with disabilities), Primary Education and Adult Literacy characterize the programmatic innovations in PIE. These approaches include flexible calendars, flexible school schedules and the training and use of community-selected paraprofessional teachers. Where building materials are required, they are at low cost. Solutions for girls include home-based schooling options, such as in Dollo in the PIE project and separate latrines for girls and boys in PIE and other projects.

In addition to implementing what, in the Ethiopian context, are innovative approaches and strategies, these programs offer further innovations that benefit those in marginalized circumstances. For example, the USAID-supported PEP develops a mobile schooling system to fit the mobile nature and pecuilar agro-ecological and soci-cultural realities of pastoralist communities. PEP is designed to achieve three primary objectives in two *woredas* of Oromia and Somali regions: 1) develop a schooling system appropriate to and consistent with the mobile nature of pastoralist communities; 2) develop an affordable teacher support system for pastoralist basic education centers; and 3) localize existing curriculum to meet basic learning needs of the pastoralist communities in the target areas.

In Jigjiga, education activities to reach displaced and refugee popluations in a PMR-funded Refugee project, are also providing access education to a population that is vulnerable and facing challenges and questions about their future, in the camps themselves but primarily after the resettle. In Somaliland, a SC/US program office under the SC/US Ethiopia operations, PIE II, replicated in a different location, is showing potential to thrive in an environment of reconstruction and rebuilding.

A recent innovation in programming is a sponsorship project in Woliso *woreda*, concieved as pilot project to explore the possibilities of program sponsorship targets a program, rather than a child or a community for sponsorship. Aimed at scaling up successful basic education projects, this is based on one of PIE basic education centers, the *Life Glow* School.

Results

Greater coverage of communities with special needs. Improved access of pastoralist and other disadvantaged children to basic education opportunities is the direct result of

SC/US project interventions. Curriculum that is more relevant or the localization of existing curriculum and materials bring education closer to the life of marginalized communities. It has demonstrated that low cost institution staffed with local paraprofessional teachers can be effectively used to serve educational needs of preschool and school age children as well as adults. Flexible timetabling of the school's non formal basic education program has enabled children to attend school without abandoning parents' needs. Selecting teachers from the community helped to have teachers who know real situation of the community more than anybody else.

These alternative and innovative experiences of SC to address the disadvantaged in cost effective ways has attracted USAID to award the BESO II/SCOPE project to address basic education needs of disadvantaged communities through community-government partnerships particularly in the Afar and Somali pasoralist dominated regions, and also in Oromia and Gambella.

Enhanced promotion of advocacy efforts for marginalized and disadvantaged groups. It is only very recently that discussion and awareness building on pastoralist-oriented development in Ethiopia has begun emerging .SC has contributed much to this discussion as an organization working among pastoralists in education and other relief and development field including animal and human health, food security, child survival etc. The PIE and PEP initiatives have contributed to advocacy for Strategies that Promote Basic Education for The Marginalized.

Improved gender parity in basic education participation. In the PIE project, the positive impact of gender awareness workshops, training for teachers on how to encourage girls' participation and finding appropriate solutions with communities to reaching gender parity in education is evident. Assessments of partner centers have shown a steady rise in female enrollment, with a greater proportion of female enrollment (56.9%) compared to the national average of 40.7%. [16] Classroom observations over the three years also show increased participation among girls during class time. Adult literacy centers have the highest proportion of females in the classes (comprising almost 65% in some cases), and women teachers and facilitators recruited and trained outnumber men overall (34 women, 28 men). Placing priority of employment on female teachers encouraged the formation of a female role model in the community for younger girls.

[16] *Ministry of Education Abstract*, 1999-2000.

V. Looking ahead – Strategies for Sustained Basic Education Efforts

Marginality is often analyzed or defined under the umbrella of poverty and welfare and almost always neglects "hidden" marginalizations, such as lack of assets and decision-making, key characteristics of many of those in marginalized settings in Ethiopia. The experience of SC/US – Ethiopia in working with a host of relevant partners to facilitate access to quality basic education sheds some light on approaches that are producing positive results. Clearly, challenges remain and the work is far from over.

What can be gleaned from SC/US education initiatives in Ethiopia as we consider the important point of sustainability of these efforts?

- **Engagement of community at all levels of decision-making is crucial to ensuring sustainability.** Responding to community-defined needs and supporting community-created initiatives are crucial elements to sustaining basic education efforts.
- **Government-community partnerships must be strengthened**. Experience shows that government and NGOs working together can indeed deliver quality basic education services. An encouraging sign in this direction is that the MOE is taking notice, highlighted at a conference in Nazareth sponsored by the MOE on "How to Work with NGOs" in July 2001.
- **Alternative education models must complement formal modes of basic education.** A few NGOs are experimenting with or implementing nonformal education, but until recently, it did not comprise a major place among the principal strategies of the Government in the provision of basic education. In its latest stategy paper, the Ministry of Education has formalized its openness to alternative strategies, such as nonformal basic education, that will enhance its ability to reach EFA goals in Ethiopia. In practice, mainstreaming these approaches, or piloting them on a larger scale, as seems to be the case with the follow-on BESO effort, is a major step in the right direction.

ANNEX – Sample Capacity Building Sessions and Objectives

Basic Education	To support local NGOs' initiatives and programming in basic education by informing them of the 'World Declaration on Education for All (EFA) and the government education and training policy and how to cooperate with both. The workshop also identified types of basic education programs and strategies for meeting the learning needs of the beneficiaries.
Participatory Learning and Action (PLA – Community Participation)	To introduce the techniques of Participatory Learning and Action (PLA) to partner NGOs, which focuses on the importance of local community participation and how to involve them in decisions and operations of a program. The training also outlined the benefits of combining qualitative and quantitative methodologies to learn about the community's needs
Non-Formal Education	To inform participants about non-formal education, its policy, characteristics, approaches, and activities. To enable them to design effective non-formal education programs that complement the formal education system and effectively reach those in need.
Participatory Training and Facilitation	To enhance the training capacity of key education trainers (teachers) by building on their existing knowledge, promoting the use of participatory training methods, and incorporating participatory methods in child-centered programs.
Active Learning (Child-Centered Approaches)	To identify the characteristics of a child-centered education program and explain other methods of teaching. To design child-centered activities based on the present curriculum.
Planning Monitoring and Evaluation	To develop a strategic plan for innovations in education project, toto review and adjust partner plans in line with the strategic plan,to develop monitoring and evaluation indicators
Project Preparation and Implementation	Improved knowledge and skills of participants in designing projects that are need based, participatory and sustainable, improved knowledge and skills of participants in using LFA as a tool in designing, and implementing projects, improved knowledge and skills in designing and using implementation plans for projects including action plan, operational calendar, budget sheet, human input plan, etc. , improved knowledge and skills in writing relevant, feasible and potentially effective project proposal, applied knowledge and skill gained during the workshop to review and improve current project implementation plans.
School-Community Relationship	Understand necessity of community involvement, identify barriers keeping school and community apart and suggest ways to address them, develop/ acquire methods of understanding the community, acquire knowledge and skill on various ways of communication of school with the community, understand (concept of) community empowerment and design strategies to support this, develop school based data for assessing community participation, design plan of action for enhancing school community relationship.

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ECD Workshop	To recognize the stages in child development, to identify the relationship between knowledge of child development and designing child-centered programs, to examine and identify ways to interact and communicate effectively with young children in order to enhance their development and learning
Learninbg Aids (Teaching Aids): Importance, Selection, Preparation and Use	Understand the importance of teaching aids in facilitating learning, Identify general priniples of selection, preparation and use of teaching aids, develop knowledge and skill in preparation of some basic teaching aids for subjects of lower primary
Curriculum Localization/ Development	To improve knowledge about curriculum development and planning through action, to improve knowledge and skills of participants in curriculum evaluation, to increase participants skills and knowledge about procedures and approaches of unit planning based on local needs and realities, to make use of knowledge and skills gained in the workshop for planning localised learning units.

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